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ABSTRACT

A series of instruments designed by the Connecticut Association for Reading Research is offered to help a school staff improve reading education by identifying school practices that need improvement. Checklist questionnaires are provided for the following sections: (1) systemwide background information, (2) individual school background information, (3) individual staff member survey, (4) kindergarten, preprimary program, (5) elementary instructional reading program, (6) content-area instructional reading program, (7) independent reading program, (8) remedial/corrective reading program, and (9) summary evaluations, commendations, and recommendations. Reasons for developing the criteria are presented as well as an explanation of how to use them. (Author/DE)

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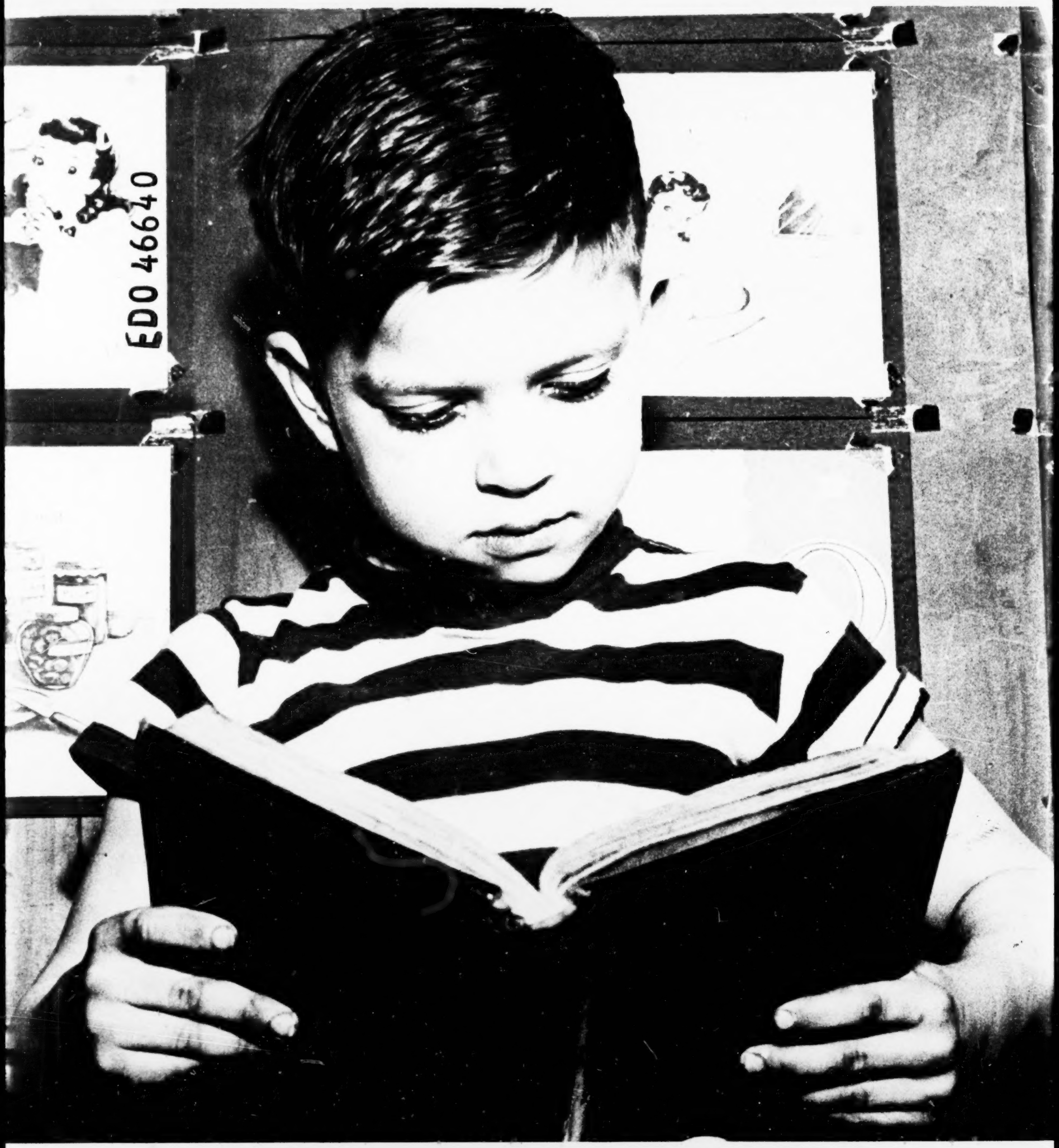

RE003 211

Criteria For Assessing School Reading Programs

Connecticut Association For Reading Research

ED046640

Criteria for Assessing

School Reading Programs

Kindergarten Through High School

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What Are the Criteria?

Criteria for Assessing School Reading Programs is a series of instruments designed to help a staff improve reading education by identifying school practices that need improvement. The *Criteria* consists of the following nine sections:

I. SYSTEMWIDE BACKGROUND INFORMATION

II. INDIVIDUAL SCHOOL BACKGROUND INFORMATION

III. INDIVIDUAL STAFF MEMBER QUESTIONNAIRE

IV. KINDERGARTEN, PRE-PRIMARY PROGRAM

V. ELEMENTARY INSTRUCTIONAL READING PROGRAM

VI. CONTENT-AREA INSTRUCTIONAL READING PROGRAM

VII. INDEPENDENT READING PROGRAM

VIII. REMEDIAL/CORRECTIVE READING PROGRAM

IX. SUMMARY EVALUATIONS, COMMENDATIONS AND RECOMMENDATIONS

Why Were They Created?

In the simplest terms, all it takes to teach someone to read is something in print, a person who can read, and a person who can't read. Yet, when a school staff undertakes to help *all pupils utilize their full potential in both the desire and the ability to read,* much more is necessary.

Therefore, the purposes of the *Criteria* are fourfold:

1) to specify important school inputs that facilitate the job of helping every child achieve his full potential in reading,

2) to provide objective items to which a staff may respond in order to present a reliable picture of the present reading program,

3) to provide evaluation items to which a staff may respond, basing their judgments — at least in part — on objective data already specified, and

4) to encourage a staff to formulate commendations and recommendations for their school reading program(s) based on collection of pertinent, objective data and on thoughtful evaluation of those data.

Use of the *Criteria* is proposed as a method for helping a school staff to see more clearly where they are and what they need to do in order to get where they want to go. It is a method for specifying what needs to be done in order to further improve the reading of all children and youth.

Who Created Them?

The *Criteria* was created as a public service by the Connecticut Association for Reading Research with the assistance of the Connecticut State Department of Education. Many individuals and groups contributed to the development of these instruments but particular credit goes to:

- Dr. Joan Kerelejza who, serving as Chairman of CARR's Research Committee, spent untold hours drafting, revising, and redrafting the *Criteria* from its inception through final publication
- members of CARR's Research Committee — Catherine Balthazar, Helen Conway, Mary Ennis, Dr. Mildred Huebner, Dr. Robert Kinder, Luda Piecka, Dr. Paul Ruthman, Ruth Straub, Marita Wezowic — who discussed, wrote, and suggested improvements in item statements
- CARR members and the twelve Connecticut school systems in which an early version of the *Criteria* was tried out and suggestions made for improvement
- personnel in the Connecticut State Department of Education who awarded the ESEA Title V "minigrant" for the final tryout and validation of a revised version of the *Criteria* and who authorized the purchase of copies of the printed *Criteria* for distribution — free of charge — to Connecticut schools
- Charlotte Sharp who implemented the final tryout and validation study
- administration and staff of the Farmington (Connecticut) Public Schools who participated in the final tryout and validation study
- six national authorities — Dr. J. Louis Cooper, Dr. Roma Gans, Florence Hickey, Dr. Mildred Huebner, Dr. Olive Niles, Dr. John Pescosolido — who served as a Visiting Committee in the final tryout and validation study and who made valuable suggestions for improving the *Criteria*

- members of CARR's Executive Board who generously gave permission for publication

All those named made suggestions that greatly facilitated the work. To them goes credit for any merit the *Criteria* may have. However, the final version was in the hands of a smaller group. Three people — Dr. Joan Kerelejza, Dr. Robert Kinder, Charlotte Sharp — formed the final group that rewrote and revised the *Criteria* for publication. These three must share the blame for imperfections that, undoubtedly, are in this printed version.

How Can They Be Used?

The nine sections of the *Criteria* serve as self-evaluation instruments to assist a school staff in deriving sound recommendations for improving school practices in reading education.

(1) Sections I and III should be completed first. The system's Director of Reading, Superintendent or his Central Office representative should complete Section I, Systemwide Background Information. Every school staff member should complete his own copy of Section III, Individual Staff Member Questionnaire.

(2) Next, an appointed staff member — using a blank Section III form — should summarize all completed Section III's.

(3) Using this summary Section II, Individual School Background Information, can be completed next by the school's Reading Consultant, Principal or his administrative representative.

(4) Once this is done, all — or a representative group of — staff members should complete Sections VI, Content-Area Instructional Reading Program, VII, Independent Reading Program, VIII, Remedial/Corrective Reading Program. In schools offering kindergarten, pre-primary programs, the staff should also complete Section IV, Kindergarten, Pre-primary Program. Whether or not they are "called" elementary schools, those offering elementary school reading instruction to most pupils at one or more age, grade or performance levels should have the staff also complete Section V, Elementary Instructional Reading Program.

(5) Some school systems may wish to divide the staff into committees dealing with a specific section. It is recommended that staff members completing a section: a) elect a chairman, b) study completed Sections I and II, and the summary of Section III, as they pertain to the area of reading under consideration and c) discuss items in their assigned section and respond to them according to group consensus. When there is disagreement on the meaning of an item, this item can be asterisked and footnoted to explain the interpretation assumed by the group in making their response.

(6) Finally, once the first eight sections are complete, the chairmen of Section IV, V, VI, VII, and VIII can serve as a committee to complete Section IX.

(7) It is important that completed Section IX, Summary Evaluations, Commendations and Recommendations should be reviewed with the total school staff for their reactions and suggested improvements.

But the process need not stop here! Next, a visit to the school by a group of experts from outside the school system is recommended so that the staff can validate their judgments by comparing them with those of others. The Visiting Committee* — at least three persons — will need to spend a minimum of a full day studying the completed sections; visiting classes, the library/media center, and other pertinent school locations, as well as meeting with representative groups of staff members to review the completed sections. Once this is done, the Visiting Committee Chairman should summarize the Committee's commendations and recommendations in a written report to the school principal and make himself available to discuss this written report with the school staff.

Now, all — or a representative group of — the staff should (1) look again at both sets of recommendations — those formulated by the staff and those made by the Visiting Committee, (2) make changes deemed necessary, and (3) map out a plan for implementing the needed improvements. With the approval of a majority of the school staff, this plan should then be transmitted to the local Board of Education through the Superintendent of Schools. The implementation plan should spell out what needs to be done in the local school system so that *all pupils can utilize full potential in both the desire and the ability to read.*

Users of the *Criteria* can be of great assistance by sending suggestions for revision to the Reading Consultant at the State Department of Education.

*Members of the Connecticut Association for Reading Research have volunteered to be on call to any Connecticut school requesting members for a Visiting Committee.

I. Systemwide Background Information

School system _____ Date _____

Person(s) completing this section _____

A. General Information

1. School population: pre-elementary* _____ elementary _____ middle _____ secondary _____ total _____
2. Number of schools: elementary* _____ middle _____ junior high _____ senior high _____ total _____
3. Levels of school organization by grades (preK-6, 7-12; K-5, 6-8, 9-12; etc.) _____
4. Check early-childhood programs provided by the school system:
   day-care ( ) pre-kindergarten ( ) kindergarten( )
5. Number of central office administrators including superintendents _____
6. Number of principals: supervising _____ teaching _____ total _____
7. Check whether a full-time, systemwide Director/Coordinator/Supervisor of Reading, K-12, is employed: yes ( ) no( )
8. Check whether the system has developed a philosophy for the teaching of reading: yes ( ) no ( ). If "yes," how many years have passed since it was developed or last revised? _____ To what level(s) of school does it apply? _____ Did classroom teachers have a part in its development or last revision? yes ( ) no ( ) How often is it reviewed by classroom teachers? _____
9. Check whether the school system has developed (a) reading curriculum guide(s): yes ( ) no ( ). If "yes," how many years have passed since its (their) development or last revision? _____ To what level(s) of school does it (do they) apply? _____ Did classroom teachers have a part in its (their) development? yes ( ) no ( ) How often is it (are they) reviewed by classroom teachers? _____
10. Name any subject-area curriculum guides which give attention to the teaching of reading in that subject-area (include in parentheses following the subject area, the levels of school to which it applies) _____

*Include day-care centers, pre-kindergarten and kindergarten if these programs are available as part of your public school system.

II. Individual School Background Information

School _____ Date _____

Person(s) completing
this section _____

A. General Information

1. Number of pupils enrolled _____
2. Age or grade range of pupils: _____ years to _____ grade
3. Check basic materials in the school for helping *most* pupils learn to read: basal readers ( ); intensive phonics materials ( ); reading textbooks other than basal readers ( ); pupil workbooks and manuals ( ); content-area materials ( ); individualized materials ( ); other ( ). If "other," please specify _____
4. List the name(s) of any new reading program(s) used in the school in the past five years _____
   _____
   _____
   _____

B. Classroom Teachers

1. Number of classroom teachers _____
2. Number of teacher aides and volunteer workers assisting classroom teachers _____
3. Number of classroom teachers according to years of teaching experience:
   0-3yrs____ 4-10yrs____ 10-20yrs____ 21+yrs____
4. Class size: smallest____ largest____ average____
5. Number of classroom teachers fully certified for classroom teaching _____
6. Number of classroom teachers holding membership in a reading organization _____
7. Number of classroom teachers who attended a reading meeting, conference or workshop outside the school system during the past ten school months _____
8. Number of teachers (cited in B-7) whose expenses were paid — at least in part — by the school system _____; who were given released time for this activity _____.
9. Number of times the school sponsored inservice experience in reading for the total staff, including the principal, during past ten school months ____.
10. Check areas of inservice experience sponsored by the school which involved *more than* 10% *of the classroom teachers* during the past five years: development of a reading curriculum guide ( ); implementation of a reading curriculum guide ( ); the school's total reading program ( ); teaching particular reading skills, e.g., word meaning skills, locational skills, etc. ( ); development of instructional materials in reading ( ); use of instructional materials for reading ( ); teaching reading in (a) content area(s) ( ); pupils' independent reading ( ); children's and/or young adult literature ( ); other ( ). If "other," please specify
    _____
    _____
11. Check forms of inservice experience for classroom teachers sponsored by the school during the past five years: sharing in making program and policy decisions ( ); professional reading ( ); committee work ( ); group discussion ( ); workshop ( ); visiting classrooms ( ); listening to a speaker ( ); observing demonstration teaching ( ): other ( ). If "other," please specify _____
    _____
    _____

C. Specialized Personnel Related to Reading Program

1. Number of reading personnel *available to school*:	Full-time	Part-time	Full-time Equivalent
Reading Director/Coordinator/Supervisor	_____	_____	_____
Reading Consultant	_____	_____	_____
Special Teacher of Reading	_____	_____	_____
2. Number of instructional support personnel available to school:			
Assistant Superintendent for Instruction or Curriculum or Director/Coordinator of Instruction or Curriculum	_____	_____	_____
Supervisor of Elementary Education	_____	_____	_____
Supervisor of Secondary Education	_____	_____	_____
Department Chairmen	_____	_____	_____
Subject-area Curriculum Specialists	_____	_____	_____
School Librarians/Media Specialists	_____	_____	_____
Audio-visual Director/Coordinator/Specialists	_____	_____	_____
Speech and Hearing Therapists	_____	_____	_____
Teachers of Visually Handicapped	_____	_____	_____
Teachers of Emotionally Disturbed	_____	_____	_____
Teachers of Perceptually Handicapped	_____	_____	_____
Teachers of Mentally Retarded	_____	_____	_____
Learning Disabilities Teachers	_____	_____	_____
Teachers of Program for Disadvantaged	_____	_____	_____
Teachers of Homebound Pupils	_____	_____	_____
Helping Teachers	_____	_____	_____
_____ _____	_____	_____	_____
3. Number of other support personnel available to school:			
Director/Coordinator of Pupil Services	_____	_____	_____
Psychiatrist	_____	_____	_____
Educational Psychologist/Psychological Consultant/Counselor	_____	_____	_____
Psychometrist/Psychological Examiner	_____	_____	_____
Guidance Counselor/Specialist	_____	_____	_____

	Full-time	Part-time	Full-time Equivalent
Child Guidance Clinician/Specialist	_____	_____	_____
Social Worker	_____	_____	_____
Health Officer/Doctor	_____	_____	_____
Nurse	_____	_____	_____
Research Specialist	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

4. Number of paraprofessionals or volunteer workers who provide assistance for:

reading personnel (cited in C-1)	_____	_____	_____
instructional support personnel (cited in C-2)	_____	_____	_____
other support personnel (cited in C-3)	_____	_____	_____

5. Services not part of the school system but available to help school personnel improve reading instruction for individuals or groups of pupils:

Name of Service Agencies	Available on call	Available on schedule	Paid by school	Paid by others
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
Name of Clinics or Hospitals				
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
Neighboring Schools or Colleges				
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
Other				
_____	_____	_____	_____	_____

6. Number of specialized personnel related to the reading program fully certified for assigned duties:

reading personnel (cited in C-1)	_____
instructional support personnel (cited in C-2)	_____
other support personnel (cited in C-3)	_____

7. Check whether there is a written description of the roles of various reading personnel working in the school: yes ( ) no ( ). If "yes," who wrote it? _____ When? _____

8. Most of the reading personnel are directly responsible to _____

9. Check whether the school has a separate budget for reading instructional materials and equipment:

yes ( ) no ( ). If "yes," how much per pupil per year? _____ Who decides how the budget is spent? _____

10. Check whether approval of reading personnel is required for purchase of reading material and equipment: yes ( ) no ( ).

11. Check provisions made for communication between reading personnel and supervisors, principals, department heads, the total school staff: conferences ( ); meetings ( ); bulletins ( ); cooperative planning ( ); demonstration-teaching lessons ( ); other ( ). If "other," please specify _____

12. Indicate amount of secretarial assistance available to reading personnel:
    number of persons providing assistance _____
    total hours per week provided by all persons giving assistance _____

13. If the school employs special teachers of reading, check whether *all* are assigned areas especially equipped for reading instruction: yes ( ) no ( ).

14. If the school employs reading consultants or supervisors, check whether *all* are provided with office space: yes ( ) no ( ).

15. Number of reading personnel who hold membership in a reading organization _____; number of different reading organizations in which reading personnel hold membership _____.

16. Number of reading personnel who attended a reading meeting, conference or workshop outside the school system during past ten school months _____.

17. Number of reading personnel (cited in C-16) whose expenses were paid — at least in part — by the school system _____; who were given released time for this activity _____.

18. Number of different reading meetings, conferences and workshops held outside the school system and attended by reading personnel during past ten school months _____.

D. Evaluative Instruments Used In Reading Program

1. Tests administered in school as part of systemwide evaluation:

Name(s) of Developmental Growth Measures	Age or Grade Level Tested	
Name(s) of Near & Far Point Visual Screening		
Name(s) of Audiometric Screening Measures		
Name(s) of Tests Accompanying Instructional Materials, e.g., basal reader tests		
Name(s) of Reading Readiness Test(s)		% Ready*
Name(s) of Standardized Reading Achievement Tests		% Above Nat'l. Mean*
Name(s) of Library/ Study Skills Tests		
Name(s) of Group Intelligence Tests		

*Give percent of pupils in *this* school.

Name(s) of Individual Intelligence Tests	Age or Grade Level Tested	% Above Nat'l. Mean
_____	_____	_____
_____	_____	_____
Name(s) of Listening/ Reading Capacity Tests		
_____	_____	_____
_____	_____	_____
Name(s) of Diagnostic/ Scholastic Aptitude Tests		
_____	_____	_____
_____	_____	_____

2. Check the use(s) usually or frequently made of systemwide test results: promotion to next grade ( ); admission to school ( ); assignment to remedial/ corrective reading instruction ( ); conferences with parents ( ); assignment to class groups ( ); grouping within the classroom ( ); selection of instructional materials ( ); report card grades ( ); other ( ). If "other," please specify _____

3. Check tests administered in the school to individual pupils or particular classes: individual intelligence ( ); developmental growth measures ( ); near and far point visual screening ( ); audiometric screening ( ); listening/reading capacity ( ); psychological ( ); standardized reading achievement ( ); library/study skills ( ); informal reading ( ); group diagnostic reading ( ); individual diagnostic reading ( ); other ( ). If "other," please specify _____

4. Check whether the teacher's observation of the pupil's reading progress is a part of his school record: yes ( ) no ( ).

5. Check whether guidelines have been developed for teacher observation of pupil reading progress: yes ( ) no ( ).

6. Check the kinds of systemwide records of pupils' personal uses of reading kept by the school:

	Age or Grade Levels Involved
Number of books read individually ( )	_____
Names of books read individually ( )	_____
Pupil reaction to books read individually ( )	_____
Number of periodicals read individually ( )	_____
Names of periodicals read individually ( )	_____
Number of pupils using school library ( )	_____
Number of pupils holding public library card ( )	_____
Number of school library books and materials circulated ( )	_____

7. Check whether the school library closes during vacation: yes ( ) no ( ). If "yes," state where pupils get their books during vacation _____

_____

III. Individual Staff Member Questionnaire

Name _____ Date _____

School _____ Age or Grade Level Taught _____

1. Check school position: classroom teacher ( ); paraprofessional ( ); reading teacher/consultant/ supervisor ( ); administrator ( ); other ( ); If "other," please specify _____

2. Number of semester hours of college study in teaching of reading completed in the past: 0-3 yrs. ____ 4-10 yrs.____ 11-20 yrs. ____ 21+ yrs. ____

3. Name college course(s) in teaching of reading completed in past five years: _____

4. Name other school(s) in which reading instruction was observed during past five years _____

5. Name reading program(s) observed or taught unlike the one presently taught (e.g., i.t.a., programmed reading, etc.) _____

6. Check areas of inservice experience in *reading* sponsored by the school and participated in during past five years: development of a reading curriculum guide ( ); implementation of a reading curriculum guide ( ); the school's total reading program( ); teaching particular reading skills, e.g., word meaning skills, locational skills, etc. ( ); development of instructional materials in reading ( ); use of instructional materials for reading ( ); teaching reading in (a) content area(s) ( ); pupil's independent reading ( ); children's and/or young adult literature ( ); other ( ). If "other," please specify _____

7. Check the forms of inservice experience in *reading* sponsored by the school that you participated in during the past five years: sharing in making program and policy decisions ( ); professional reading ( ); committee work ( ); group discussion ( ); workshop ( ); visiting classrooms ( ); listening to a speaker ( ); observing demonstration teaching ( ); other ( ). If "other," please specify _____

8. Name reading organizations in which membership is held _____

9. Name professional periodicals containing articles on teaching of reading which you read regularly

10. Check whether you attended a reading meeting, workshop or conference outside the school system during the past ten school months: yes ( ) no ( ). If "yes," check whether your expenses were paid — at least in part — by the school system: yes ( ) no( ). Check whether you were given released time for this activity: yes ( ) no ( ).

11. Name new programs in reading you have used with pupils during the past five years _____

12. Name and type of Connecticut certification now held, e.g., standard certificate for elementary teaching, provisional certificate to teach English in grades 7-12, etc. _____

13. List what the school system should do to improve reading instruction _____

_____

_____

14. List areas you would like help with in order to help pupils continue to grow in both desire and ability to read _____

_____

_____

IV. Kindergarten, Pre-primary Program*

School _____ Date _____

Person(s) completing this section _____

A. General Information

1. Number of kindergarten, pre-primary teachers _____; number fully-certified to teach kindergarten, pre-primary _____
2. Number of paraprofessionals and volunteer workers assisting teachers _____
3. Ratio of children to adults in: smallest class _____ largest class _____ average class _____
4. Number of classes per day assigned a teacher _____
5. Number of minutes in child's school day _____
6. Check whether classroom is arranged to include activity centers: yes ( ) no ( ). If "yes," name them _____
7. Number of square feet of usable classroom area per child provided _____
8. Name some of the play and activity materials most effective and most used by children _____
9. Check whether there is some type of evaluation of individual children: yes ( ) no ( ). If "yes," check when: pre-kindergarten ( ); periodically throughout school year ( ); at end of school year ( ). Check off all of the following items this evaluation includes: teacher observation ( ); parent interview ( ); informal testing ( ); formal testing ( ); other ( ). If "other," please specify _____
10. If a formal testing program is conducted, check whether it includes: developmental growth measures ( ); mental maturity tests ( ); reading readiness tests ( ); basal reading series tests ( ); other ( ). If "other," please specify _____
11. Estimate the percentage of the total number of children whose parent(s) have visited them in school _____
12. Estimate the percentage of children's homes visited by adults that work with these children in the classroom _____
13. Check whether there is some type of progress report to parents: yes ( ) no ( ). If "yes," check the kind(s): informal written report ( ); conference ( ); report card ( ); other ( ). If "other," please specify _____
14. Check whether year-to-year reading records are a part of the child's cumulative folder: yes ( ) no ( ).
15. Check whether the records of a child's progress are made available to the next teacher: yes ( ) no ( ). If "yes," what kind(s) of records? _____
16. Check whether any special criterion — other than chronological age — is used to assign children to particular kindergarten, pre-primary classes: yes ( ) no( ). If "yes," what criterion (criteria)?

*_Not_ pre-kindergarten program. This section applies to kindergarten and to readiness or transitional programs between kindergarten and first grade.

17. Name alternative provisions made for a child not ready for the next grade or level _____

_____

_____

18. Check whether sometimes individual kindergarten children already can read: yes ( ) no ( ). If "yes," name provisions made for them _____

_____

_____

19. Check whether individual kindergarten children ever are ready to learn to read and ask to learn to read in kindergarten: yes ( ) no ( ). If "yes," name provisions made for them _____

_____

_____

B. Classroom Practices

1. Check the closest estimate for percentage of school time children usually group themselves (self-selection) for free-play activities: more than 90% ( ); about 75% ( ); about 50% ( ); about 25% ( ); less than 10% ( ).

2. Check whether children sometimes are grouped by an adult for particular experiences: yes ( ) no ( ). If "yes," check whether group composition changes with different experiences: yes ( ) no ( ); whether a particular child frequently may leave the group experience: yes ( ) no ( ).

List three examples of each of the following kinds of experience provided for some children during the past twenty (20) school days.

4. Listening activities:

_____

_____

_____

5. Speaking activities:

_____

_____

_____

6. Motor activities:

_____

_____

_____

7. Visual activities:

_____

_____

_____

8. Sensory/tactual activities:

_____

_____

9. Exposure to a new or wider world:

_____

_____

_____

10. Individual or group creative activities:

_____

_____

_____

11. Pre-reading — reading activities:

_____

_____

_____

12. Former reading activities*: _____

13. Name the five stories most frequently requested by children:

_____

_____

_____

_____

_____

*If they are part of the program.

14. Name the five poems most frequently requested by children:

_____

_____

_____

_____

_____

15. Name the five songs most frequently requested by children:

_____

_____

_____

_____

_____

_____

16. Estimate the percentage of children who can remember what they did last week _____

V. Elementary Instructional Reading Program

School _____ Date _____

Person(s) completing this section _____

A. General Information

1. Check equipment contained in every classroom: chalkboards ( ); tackboards ( ); filing equipment ( ); book shelving ( ); periodical display facilities ( ); movable furniture easily adapted to group activities ( ); projection screen ( ); outlets for use of equipment ( ); means for darkening the room ( ); tape recorder ( ); tape-listening stations ( ); overhead projector ( ); television receiver ( ); record player ( ); other ( ). If "other," please specify _____

2. Check equipment available in school for classroom use: primer typewriter ( ); duplicating machines ( ); device for preparing transparencies ( ); sound projector ( ); filmstrip projector ( ); videotape recorder ( ); radio receiver ( ); tape recorder ( ); overhead projector ( ); television receiver( ); record player ( ); group reading pacer ( ); individual reading pacers ( ); device for improving accuracy and speed of perception ( ); other ( ). If "other," please specify _____

3. Check whether quiet, reasonably-private areas, easily accessible to all classrooms are provided for teacher conferences with parents and pupils: yes ( ) no ( ).

4. Check whether provisions are made for evaluating individual pupil progress in reading: yes ( ) no ( ). If "yes," check what these include: teacher observation ( ); pupil conferences ( ); parent conferences ( ); school staff conferences ( ); individual reading tests, e.g., informal reading inventory ( ); specific reading skills tests ( ); reading series tests, e.g., basal series tests ( ); taped samples of pupil's oral reading ( ); pupil's self-evaluation ( ); other ( ). If "other," please specify _____

5. Check if results of provisions cited in item A-4 establish a base for: a) identifying each pupil's particular reading strengths and specific needs for improvement ( ); b) planning individual, group, and class instructional activities ( ), and c) specifying particular instructional material needed ( ).

6. Estimate the percentage of the total number of children whose parents have observed their child in class _____

7. Estimate the percentage of children whose homes have been visited by adults that work with these children in the classroom _____

8. Check kind(s) of pupil reading progress report(s) made to parents: informal written report ( ); conference ( ); report card ( ); pupil's individual reading record ( ); pupil's written or taped self-evaluation of reading accomplishments ( ); other ( ). If "other," please specify _____

9. Check whether year-to-year reading records are a part of each child's cumulative folder: yes ( ) no ( ).

10. Check whether records of each child's reading progress are made available to the next teacher: yes ( ) no ( ). If "yes," what kind(s) of records?

11. Check whether any special criterion — other than chronological age — is used to assign children to particular classrooms: yes ( ) no ( ). If "yes," what criterion (criteria)? _____

_____

_____

12. Check whether pupils are in a continuous progress reading program: yes ( ) no( ). If "no," name alternative provisions made for a child not ready for the next grade or level _____

_____

_____

13. Check whether a reading specialist assists teachers in constructing, administering and evaluating a class-group diagnosis of pupils' desire and ability to read: yes ( ) no ( ).

14. Check whether a reading specialist conducts an individual diagnosis of children severely retarded in reading: yes ( ) no ( ).

15. Check whether *all* teachers using commercial instructional reading materials have the teacher's guide(s) to these materials if published: yes ( ) no ( ).

16. Check whether the school staff has rewritten or modified suggestions in the teacher guides cited in A-15: yes ( ) no ( ).

B. Classroom Practices

1. For the three age or grade levels of *this* school indicated below*, estimate the percentage *of the total school day* most pupils spend:

	Lowest Level	Middle Level	Highest Level
a) learning particular reading skills	____	____	____
b) practicing particular reading skills	____	____	____
c) reading	____	____	____

2. For the three age or grade levels of *this* school indicated below, estimate the percentage *of reading instruction time* most pupils spend in learning the following skills:

	Lowest Level	Middle Level	Highest Level
a) phonics/word analysis	____	____	____
b) word meaning	____	____	____
c) literal comprehension	____	____	____
d) critical reading	____	____	____
e) study	____	____	____

3. For the three age or grade levels of *this* school indicated below, estimate the percentage *of the total school day* most pupils work:

	Lowest Level	Middle Level	Highest Level
a) individually on reading activities that are different for each pupil	____	____	____
b) in class sub-group reading activities	____	____	____
c) in class-wide reading activities	____	____	____

4. Check opportunities provided during the past twenty school days for children to *practice reading skills*: teacher-planned activities ( ); pupil-initiated activities ( ); teacher-prepared materials ( ); commercial worksheets and workbooks ( ); pupil-team activities ( ); games, puzzles and devices ( ); other ( ). If "other," please specify _____

_____

5. Check opportunities provided during the past twenty school days for children to use reading: construction activities ( ); filmstrips ( ); dramatization ( ); tapes or recordings of oral reading ( ); games ( ); directions ( ); hobbies ( ); content-area study ( ); reference reading ( ); independent reading ( ); other ( ). If "other," please specify _____

_____

6. Check whether teachers assign reading to pupils as homework; yes ( ) no ( ). If "yes," estimate the percentage of homework reading assignments for most pupils during past five school days in which: a) every pupil in the class reads something different _____, b) groups of pupils within the class read different material _____, and c) all the pupils in the class read the same material _____.

*For the lowest level, use lowest level in the school *beyond* a pre-primary group. In a K-6 school these three levels mean grades one, three or four and six; in a 5-8 school they mean grades five, six or seven and eight, etc.

VI. Content-Area Instructional Reading Program

School _____ Date _____

Person(s) completing this section _____

A. General Information

1. Check whether any special criterion — other than chronological age — is used to assign pupils to content-area class groups: yes( ) no ( ). If "yes," what criterion (criteria)? _____
_____
_____

2. Check whether the total school staff has discussed and reached consensus on the role of a content-area teacher in forwarding the aims of the school's total reading program: yes ( ) no ( ). If "yes," is there a written statement of this role: yes ( ) no ( ). If it is described in writing, where can teachers find it? _____
How many months have passed since it was last reviewed by the total school staff? _____

3. Name particular content area(s) for which the school staff has identified key technical vocabulary terms which pupils must understand in order to understand the subject(s) _____
_____
_____

4. Name particular content areas for which the school staff has identified specific reading and study skills essential for pupils dealing with reading material about the subject(s): _____
_____
_____

5. Name grade or age or performance level(s) and content area(s) for which the school staff *does not have* instructional content-area reading material that:

	School Level(s)	Content Area(s)
a) matches every pupil's reading ability level	____	_____
	____	_____
	____	_____
	____	_____
	____	_____
b) provides for a variety of pupil content-area interests	____	_____
	____	_____
	____	_____
	____	_____
	____	_____
c) provides for a variety of content-area learning needs	____	_____
	____	_____
	____	_____
	____	_____
	____	_____

6. Name grade or age or performance level(s) and content-area(s) for which the school staff *has* in-

structional content-area reading material which has been specifically designed to help the teacher to help the pupil improve in reading:

School Level(s)	Content Area(s)
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

7. Check ways teachers measure pupil progress in content-area reading skills: teacher-made tests ( ); individual pupil reading skills records ( ); commercial tests of content-area reading ( ); pupil self-evaluations ( ); other ( ). If "other," please specify _____

_____

8. Check whether a pupil's program in content-area reading skills is kept as part of his cumulative record: yes ( ) no ( ).

9. Check if a reading specialist assists content-area teachers in: constructing, administering and evaluating class-group diagnosis of pupils' reading and study abilities in content-area materials ( ); planning content-area lessons that will help improve pupils' reading abilities ( ).

10. Check your estimate of the proportion of teachers who this year have administered and evaluated a class-group diagnosis of pupil's reading and study abilities in content-area materials: all ( ); most ( ); some ( ); few ( ); none ( ).

11. Check whether a reading specialist assists content-area teachers by conducting an individual reading diagnosis of particular pupils with severe reading disabilities: yes ( ) no ( ). If "yes," does the specialist follow the diagnosis with a teacher conference in which suggestions are made concerning what the content-area teacher should do to help this pupil: yes ( ) no ( ).

12. Give the percentage of content-area classrooms which contain: chalkboards _____; tackboards _____; filing equipment _____; book shelves _____; periodical display facilities _____; movable furniture easily adapted to group activities _____; projection screen _____; outlets for use of equipment _____; means for darkening the room _____; tape recorder _____; overhead projector _____; television receiver _____; special equipment appropriate to particular content areas, e.g., models for mathematics, maps for social studies, etc., _____; other_____. If "other," please specify _____

_____

13. Check equipment in school available for classroom use: typewriter ( ); duplicating equipment ( ); device for preparing transparencies ( ); sound projector ( ); filmstrip projector ( ); video-tape recorder ( ); radio receiver ( ); tape recorder ( ); overhead projector ( ); television receiver ( ); record player ( ); special equipment appropriate to particular content areas ( ); other ( ). If "other," please specify _____

_____

B. Classroom Practices

1. Name content area(s) and grade or age or performance levels in which teachers use multi-text instructional materials within a single class group

_____

_____

2. Name content area(s) in which teachers assigned homework involving reading during past five school days _____

_____

For the content area(s) named, estimate the percentage of assignments in which: a) every pupil in the class read something different _____; b) groups of pupils within the class read different materials _____; and c) all the pupils in the class read the same material _____.

3. Check whether most pupils use reading in content-area classes to: solve problems ( ); explain something or illustrate a point ( ); find information on a particular topic ( ); back up an argument ( ); discover as much as possible about an opposing point-of-view ( ); be able to make or do something ( ); develop a special interest area further ( ); enjoy and entertain themselves ( ); provide enjoyment and entertainment for others ( ); become increasingly independent and individually responsible for

learning in content areas ( ); other ( ). If "other," please specify _____

_____

_____

4. Check whether teachers and pupils or pupils alone almost always set specific purposes for each content-area reading assignment: yes ( ) no ( ).
5. Check whether pupils are taught and practice adjusting reading speed to purpose(s) for reading and type of material: yes ( ) no ( ).
6. Check whether instructional content-area reading material includes: textbooks ( ); workbooks, worksheets, handbooks and manuals ( ); reference materials ( ); magazines ( ); newspapers ( ); pamphlets ( ); descriptive material concerning commercial products ( ); teacher-made materials ( ); other ( ). If "other," please specify _____

_____

_____

7. Check if all teachers often use non-print media (films, tapes, etc.) to: motivate pupils' content-area reading ( ); build pupils' experience background to make content-area reading more meaningful ( ).
8. Estimate the percentage of teacher questions about content-area reading which demand pupil skill in: vocabulary _____; literal comprehension _____; critical reading* _____; associative reading** _____; and creative reading*** _____.

*Reading to make inferences, draw conclusions, evaluate, etc.
**Associating ideas read to life experience or to other reading.
***Creating new solutions, ideas, etc., generated by but not in material read.

VII. Independent Reading Program

School _____ Date _____

Person(s) completing this section _____

A. Background Information

1. Number of books per pupil cataloged in the school library/media center _____. If number is less than 20 books per pupil is the school implementing a plan for reaching this goal within the next five years? yes ( ) no ( ).

2. Total number of school library/media center and audio-visual staff members excluding pupils _____. Of this number, specify the number of:

	Full-time	Part-time	Full-time Equivalent
Certified school library teachers	_____	_____	_____
Certified audio-visual coordinators/supervisors	_____	_____	_____
Trained media technicians and/or graphic designers	_____	_____	_____
Certified classroom teachers	_____	_____	_____
Paid paraprofessionals	_____	_____	_____
Clerk-typists	_____	_____	_____
Adult volunteer workers	_____	_____	_____
_____	_____	_____	_____

3. Total number of paid student aides and student volunteer workers assisting the school library/media center staff _____.

4. Check how books and other materials are organized in the school library/media center: according to Dewey Decimal Classification ( ); other ( ). If "other," please specify _____

_____

5. Check whether print and non-print (films, records, etc.) materials are integrated in the school library/media center card catalog: yes ( ) no ( ).

6. Estimate the percentage of materials in the school library/media center card catalog (print plus non-print materials) in each of the following categories: fiction _____; non-fiction _____; reference _____; biography _____; social sciences _____; languages _____; mathematics and science _____; art and music _____; literary history and criticism _____; vocational arts _____; health and physical education _____.

7. Average monthly school library/media center circulation figure: print _____; non-print _____

8. Name out-of-school source(s) used to supplement school library/media center collection:

   a) by pupils _____

   _____

   b) by school staff _____

   _____

   _____

9. Check whether the reading area in the school library/media center will seat 15% of the school population: yes ( ) no ( ).

10. Estimate the percentage of classrooms that contain: book collections of at least 100 different titles for pupils' personal/independent reading* _____ book selection guides* _____; current periodicals and newspapers* _____; a separate, reasonably quiet, attractive area for displaying, browsing in and reading books _____.

11. Number of books and periodicals primarily for teachers' use in the school library/media center on: the process and teaching of reading, including research _____; guiding pupils' selection of materials (print and non-print selection guides) _____; children's literature _____; young adult/adolescent literature _____.

B. School and Classroom Practices

1. Check whether pupils receive specific instruction in library skills: yes ( ) no ( ). If "yes," what pupils? _____

   _____

   Approximately how many times per year? _____
   For how many school weeks? _____
   Check who provides this instruction: school library/media specialist ( ); all classroom teachers ( ); some classroom teachers ( ); others ( ). If "some classroom teachers," please specify _____

   _____

   If "others," please specify _____

2. Estimate the percentage of classroom and homework time devoted to independent/personal reading in:

	Classroom Time	Homework Time
self-contained classrooms	_____	_____
art classes	_____	_____
business education classes	_____	_____
driver education classes	_____	_____
English classes	_____	_____
foreign language classes	_____	_____
health and physical education classes	_____	_____
homemaking classes	_____	_____
industrial arts classes	_____	_____
mathematics classes	_____	_____
music classes	_____	_____
science classes	_____	_____
social studies classes	_____	_____

3. Check if pupil interest in independent/personal reading is stimulated in *most* classrooms through: storytelling and oral reading ( ); book "sales talks" ( ); discussing books ( ); sharing parts of books ( ); relating current happenings to books ( ); other ( ). If "other," please specify _____

   _____

4. Check if pupil interest in independent/personal reading is stimulated through school activities such as: book fair ( ); student-operated book store ( ); book club ( ); school assembly program on books ( ); school-staff discussions and projects on motivation of increased and improved independent/personal reading by: pupils ( ); others ( ). If "others," please specify _____

5. Check if the quantity, type and quality of *most* pupils' independent/personal reading is evaluated through: individual pupil records of independent reading ( ); pupil-teacher conferences ( ); school librarian-teacher conferences ( ); school librarian-pupil conferences ( ); pupil contributions to general class and school discussions ( ); other ( ). If "other," please specify _____

*Appropriate to the full range of pupils' reading abilities, interests and learning needs as well as to the subject(s) taught in the room.

VIII. Remedial/Corrective Reading Program*

School _____ Date _____

Person(s) completing this section _____

A. General Information

1. Check the type of program described in this section: remedial program ( ); corrective program ( ).
2. Number of pupils in this program _____. This number is what percentage of the total school population? _____. For pupils from what age or grade or performance level(s) in the school is the program offered? _____ These levels are what percentage of all the levels in the school? _____
3. Total number of adult instructional staff for this program _____. Of this number, specify the number of:

	Part Time	Full Time	Full-time equivalent
Certified reading consultants	____	____	____
Certified special teachers of reading	____	____	____
Certified classroom teachers	____	____	____
Paid paraprofessionals	____	____	____
Adult volunteer workers	____	____	____
_____	____	____	____

4. Check all criteria *usually* used for selecting pupils for this instruction: teacher recommendation ( ); counselor recommendation ( ); student request ( ); standardized test results ( ); group reading diagnosis ( ); individual reading diagnoses ( ); school marks ( ); other ( ). If "other," please specify _____
5. Check the person to whom teachers in this program are directly responsible: reading director/supervisor/coordinator ( ); reading consultant ( ); school principal ( ); other ( ). If "other," please specify _____

B. Instructional Practices

1. Check ways instruction is differentiated for individuals or groups: use of multi-level materials ( ); differentiated assignments ( ); self-selection of learning tasks and/or materials ( ); differentiated time assignments for pupils in the program ( ); skills grouping ( ); grouping by general reading level ( ); other ( ). If "other," please specify _____
2. Number of pupils receiving instruction by a teacher during a single class period: smallest _____; largest _____; average _____. Check how the pupils are taught *most of the time*: as one class group ( ); in relatively static sub-groups ( ); in flexible sub-groups ( ); individually ( ); other ( ). If "other," please specify _____
3. Number of weeks of instruction pupils *usually* receive: smallest _____; largest _____; average _____. Number of instructional sessions per week: smallest _____; largest _____; average _____.

*A remedial program is for pupils so *severely* retarded in *most* reading skills that they need extremely individualized instruction while a corrective program is for pupils *somewhat* retarded in *some* key reading skills who will profit from additional group and individualized instruction. If the school offers both remedial and corrective instruction complete two copies of this section; one for each program.

4. Estimate the percentage of classroom time pupils spend: receiving instruction directly from the teacher _____; practicing what they have been taught in book, workbook, or job sheet exercise material _____; working with machines _____; reading for personal satisfaction or pleasure _____.

5. Check the type of materials and equipment pupils used during their last five sessions: basal readers ( ); reading textbooks other than basal readers ( ); reading workbooks or handbooks ( ); multi-level skills building kits ( ); programmed materials ( ); periodicals and news material ( ); teacher-made material ( ); content-area textbooks ( ); library books ( ); individual reading pacers ( ); group reading pacer ( ); device to improve speed and accuracy of preception ( ); other ( ). If "other," please specify _____

_____

_____

6. Estimate the percentage of teachers who instruct pupils outside of the remedial/corrective program who, during the past ten school days: observed their pupils receiving remedial/corrective instruction _____; conferred with their pupil's remedial/corrective teacher concerning his reading disability _____.

IX. Summary Evaluations, Commendations and Recommendations

School _____ Date _____

Person(s) completing this section _____

A. Organization

1. Are all aspects of the reading program in accord with the school system's philosophy of education and based on an up-to-date analysis of the status and needs of pupils in the school? yes ( ) no ( )
   Comment _____

2. Are the needs of pupils, kindergarten through grade 12, being met through provision of an on-going *reading skills program* at all levels? yes ( ) no ( )
   Comment _____

3. Are the needs of pupils, kindergarten through grade 12, being met through provision of an on-going *independent reading program* at all levels?
   yes ( ) no ( )
   Comment _____

4. Are the special needs of pupils who are underachieving in reading being met through provision of on-going *remedial and corrective reading programs* at all levels? yes ( ) no ( )
   Comment _____

5. Does the school system make provision for continuity in basic reading skills, study skills, content-area reading skills, and independent reading through the use of curriculum guides?
   yes ( ) no ( )
   Comment _____

6. Are class sizes, time allotments, and assignment of pupils to instructional groups appropriate for facilitating the teaching of reading? yes ( ) no ( )
   Comment _____

B. Physical Facilities

1. Are physical facilities *in each classroom* adequate to meet the needs of both the instructional and independent reading programs? yes ( ) no ( )
   Comment _____

2. Are physical facilities *in the school library/media center* adequate to meet the needs of both the instructional and independent reading programs?
   yes ( ) no ( )
   Comment _____

3. Are physical facilities *for remedial/corrective instruction* adequate? yes ( ) no ( )
   Comment _____

C. Staff

1. Is college preparation in the teaching of reading adequate for:
   a) teachers of kindergarten/pre-primary groups?
   yes ( ) no ( )
   b) teachers of self-contained classrooms?

yes ( ) no ( )

c) teachers of content-area subjects?
yes ( ) no ( )

d) teachers of remedial/corrective reading?
yes ( ) no ( )

e) reading consultants/supervisors?
yes ( ) no ( )

f) school library teachers/media specialists?
yes ( ) no ( )

g) other support personnel?
yes ( ) no ( )

Comment _____

_____

2. Are inservice opportunities for continued professional development and keeping abreast of recent trend in the teaching of reading adequate for the various members of the school staff? yes ( ) no ( )

Comment _____

_____

3. Are staff members active in professional reading organizations? yes ( ) no ( )

Comment _____

_____

4. Does the school system provide for over-all supervision so that common philosophy and objectives, and materials for the teaching of reading are known by *all* staff members including personnel new to the school? yes ( ) no ( )

Comment _____

_____

5. Does the school staff include an adequate number of competent reading specialists who:

a) assist staff members in building and strengthening the school reading program? yes ( ) no ( )

b) demonstrate use of materials and instructional techniques? yes ( ) no ( )

c) help to provide important inservice opportunities for staff member's professional development in the teaching of reading? yes ( ) no ( )

d) help the staff in interpreting the school reading program to the community? yes ( ) no ( )

e) provide remedial/corrective instruction for underachievers in reading? yes ( ) no ( )

Comment _____

_____

6. Are a sufficient number of school library teachers/media specialists and other support personnel available to assist teachers and reading specialists in building and implementing strong kindergarten/pre-primary, elementary instructional, content-area, independent, and remedial/corrective reading programs? yes ( ) no ( )

Comment _____

_____

D. Instructional Materials and Equipment

1. Is a *variety* of materials and equipment for both instruction and independent/personal reading used in the:

a) kindergarten/pre-primary program?
yes ( ) no ( )

b) elementary instructional program?
yes ( ) no ( )

c) content-area program?
yes ( ) no ( )

d) remedial/corrective program?
yes ( ) no ( )

Comment _____

_____

2. Is an adequate *quantity* of materials and equipment available for both instruction and independent/personal reading in all aspects of the school reading program? yes ( ) no ( )

Comment _____

_____

3. Is the *content* of the reading materials available adequate for meeting the instructional and independent/personal reading needs of all pupils?

yes ( ) no ( )

Comment _____

_____

4. Are non-print materials used extensively at all school levels both to motivate reading and to make reading more meaningful? yes ( ) no ( )

Comment _____

_____

5. Is equipment well-maintained for efficient use? yes ( ) no ( )

Comment _____

_____

6. Are appropriate equipment and materials readily available to *all* teachers of reading? yes ( ) no ( )

Comment _____

_____

E. Instructional Practices

1. Do learning activities provided meet the needs of individual pupils in the:

   a) kindergarten/pre-primary program? yes ( ) no ( )

   b) elementary/instructional program? yes ( ) no ( )

   c) content-area program? yes ( ) no ( )

   d) independent reading program? yes ( ) no ( )

   e) remedial/corrective program? yes ( ) no ( )

Comment _____

_____

2. Within elementary instructional, content-area, and remedial/corrective reading programs are adequate time allotments provided for:

   a) instruction in reading skills? yes ( ) no ( )

   b) practicing reading skills? yes ( ) no ( )

   c) reading for personal satisfaction and pleasure? yes ( ) no ( )

Comment _____

_____

3. At all school levels are worthwhile purposes set for:

   a) silent reading activities? yes ( ) no ( )

   b) oral reading activities? yes ( ) no ( )

Comment _____

_____

4. At all school levels do teachers provide opportunities for pupils to use reading for a wide variety of purposes? yes ( ) no ( )

Comment _____

_____

5. At all school levels are adequate foundations being built or instruction and opportunity being provided for:

   a) basic reading skills? yes ( ) no ( )

   b) content-area skills? yes ( ) no ( )

   c) library/study skills? yes ( ) no ( )

   d) independent reading? yes ( ) no ( )

Comment _____

_____

6. At all school levels are pupils stimulated to discuss and think about reading material? yes ( ) no ( )

Comment _____

_____

7. Is the atmosphere and arrangement of all instructional and independent reading areas conducive to:

   a) stimulate in pupils the desire to read? yes ( ) no ( )

   b) permit flexible and varied provisions for instruction? yes ( ) no ( )

   c) permit flexible and varied provisions for independent reading? yes ( ) no ( )

Comment _____

_____

F. Methods of Evaluation

1. Do school records and evaluative measures reveal what teachers and pupils need to know about pupils' present desires and abilities to read? yes ( ) no ( )

   Comment _____

   _____

2. Do evaluation procedures help *pupils* understand the nature of their progress in reading? yes ( ) no ( )

   Comment _____

   _____

3. Do teachers use the results of reading evaluation in analyzing the effectiveness of their teaching? yes ( ) no ( )

   Comment _____

   _____

4. Do teachers use the results of evaluation to improve their plans for:

   a) instruction in reading? yes ( ) no ( )

   b) pupils' independent/personal reading? yes ( ) no ( )

   Comment _____

   _____

G. Instructional Outcomes

1. At all school levels does each pupil read many books and much other material for both information and pleasure? yes ( ) no ( )

   Comment _____

2. At all school levels does each pupil use reading for a wide variety of purposes? yes ( ) no ( )

   Comment _____

3. At all school levels does the content of what each pupil reads show a wide variety of interests? yes ( ) no ( )

   Comment _____

4. At each school level is there evidence of improvement in each pupil's tastes in the quality of material he selects for reading? yes ( ) no ( )

   Comment _____

5. At each school level is there evidence that each pupil's abilities to read are improving? yes ( ) no ( )

   Comment _____

H. Major Commendations

List areas of reading education in the school which are most satisfactory and commendable:

_____

_____

_____

_____

_____

_____

_____

_____

_____

I. Major Recommendations

List areas of reading education in the school which are in greatest need of improvement:

_____

_____

_____

_____

_____

_____

_____

_____

_____